



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

mental than in the control groups, indicating that the effort to develop trustworthiness had been effective. The added fact that the subjects with Boy Scout training made higher scores than the groups selected from other sources might be a further indication of the effectiveness of the training of the Boy Scout organization. However, considering the small number of cases used, there are a number of unmeasured factors which may enter into the final comparisons.

The significance of the investigation lies not so much in the quantitative results of this particular experiment as in the demonstration that it is possible to get an objective analysis of the functioning of ideals and attitudes. Further investigations of this character should prove of material assistance in the development of more objective methods of moral and social education.

G. T. BUSWELL

The problem of exceptional school children.—The development of the testing movement, especially the employment of intelligence tests in the survey of educational situations, has brought more and more to the attention of educators the necessity of knowing as accurately as possible the ranges of intellectual difference that exist among the various school groups. The importance of the problem has been realized for some time, but no comprehensive and thoroughgoing policy for dealing with the situation has been devised. It was to assist in the formulation of just such a well-defined scheme of procedure as is needed that Dr. Gesell¹ undertook an analytical study of the conditions in the city of New Haven. The purpose and scope of the survey are well stated in the opening paragraph of the Introduction which reads as follows:

This brief volume is based on a study of actual conditions. It aims not only to report the facts, but to give them a general interpretation from the standpoint of public policy. Our purpose is to furnish, concisely and concretely, a just picture of the magnitude of the problem of exceptional children, and to indicate the lines for the development of permanent constructive measures with reference to these children [p. 5].

Chapter i defines mental hygiene and points out the necessity of securing more complete biographies of the children who enter the public schools. The author takes cognizance of the administrative difficulties involved and suggests seven specific undertakings that seem to be feasible of achievement. The second chapter describes the mental survey of the 24,000 school children of New Haven. A very helpful classification of mental types is given in the form of a chart. The various tests that were employed in the survey are exactly reproduced, and the manner in which they were used is set forth clearly. Chapter iii presents the mental status of the deficient school children. The comparative data are presented in the form of simple graphs that are easy

¹ ARNOLD GESELL, *Exceptional Children and Public School Policy*. New Haven, Connecticut: Yale University Press, 1921. Pp. 66.

to read. Chapter iv gives the data on the superior and atypical children. Nine groups of such cases are given, the data being shown by schools for the entire system. A comparison is also made between school children and children in a county home for dependents. Chapter v presents a plan for meeting the situation in New Haven and discusses a detailed plan or model program for the community care of mentally deficient school children. This final chapter discusses the problem of state policy in providing for exceptional children. The law in Connecticut which was passed to establish a division of special education and standards under the State Board of Education is given in full. The law concerning vocational probation is also given.

The discussions presented by Dr. Gesell are stimulating and suggestive. The argument for a state policy is especially well worked out, and enough details are given to prove of very great help to educators who are interested in securing legislation for the purpose of establishing adequate machinery for carrying out a constructive program of education for exceptional children. The volume should prove of interest and profit to all students of education because of the valuable information presented, the well-defined method of attacking the problem, and the constructive suggestions for future development of special education.

H. W. NUTT

A civics text for secondary schools.—The present state of courses in community civics is disordered in the extreme; they begin anywhere and proceed in no particular direction and without apparent objectives. Mr. Howard C. Hill¹ has rendered a real service toward remedying this condition by thinking the subject through, clarifying aims, developing a basic principle of procedure, and evolving from the multiplicity of diverse topics a unified and coherent view of the complexities of community life. Add the fact that this study is the result of experience in classroom teaching rather than of armchair theory, and the reader at once assumes an expectant attitude which close examination will not disappoint.

The keynote of interdependence is struck in the first chapter and maintained throughout. The general organization follows the development of the individual through the progressive phases of his life-experience: from the family, school, church, and community in general, through the labor group and, finally, the political group. Sociological and economic phases are emphasized more than in most texts, and the political is rather strictly subordinated.

Part I, "Group Life," is unique in its selection of sociological topics and is especially valuable in establishing in the individual a sane attitude toward his world. In Part II the usual civic problems are considered: immigration, health, police, fire protection, recreation, civic beauty, and the handicapped. Part III, "Industrial Society," is an able presentation of the exceedingly

¹ HOWARD COPELAND HILL, *Community Life and Civic Problems*. Boston: Ginn & Co., 1922. Pp. xx+528+xxxiii. \$1.40.